

MODELING OF THE INDIVIDUAL INTERNAL EXPERIENCE OF THE STUDENTS' THINKING STRATEGIES BY STUDYING THEIR SUBJECTIVE EXPERIENCE ON THE BASIS OF THE NEUROLINGUISTIC PROGRAMMING

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ABSTRACT

The article discusses the possibility of transforming by a teacher the learners' internal experience into a more effective mental strategies through the use of various types of graphical "personal experience models" using methods of speech decoding information of students in oral or/ and in writing on the basis of NLP (neuro-linguistic programming. Model of neurological levels R.Dilts).

Presented, in particular, in the article graphic form titled "personality profile model" shows the internal realities of their prior learning as a subjective experience, as well as various generalizations of thought expressed in the methods and strategies of sustainable curricular activities as ingrained habitual behavior, allowing the teacher on the basis of the analysis this material together with the students to make the appropriate changes at all levels of the internal organization of individual student's personality: immersive learning objectives, solving the internal conflicts that have arisen in the unfortunate learning experiences, managing self-improvement and development of his own style of study at the university and in life in general.

KEYWORDS: Modeling the Internal Organization of Experience, Graphical Models Personality Profile, Mental Strategies, Techniques of Neurolinguistic Programming, Speech Decode Inner Experience of the Person, The System of Symbols, Encoded in Speech, Neurolinguistic Levels and the Integration of Logic Levels

INTRODUCTION

Almost all our failures are the result of our erroneous impression of what is going on with us. Accordingly, the deeper understanding and reasonable judgment of events is a huge step towards happiness.

Stendhal. Dairy (December 10, 1801)

Every person has a complex world of individual aspects of internal experience structure. It is often difficult for a person to understand his own complex world by himself, since the internal experience structure is formed unconsciously and is not always accessible for consciousness. A person starts to understand himself only when he gains the experience. What should we do "to reduce the experiences of our fast-running life?"

The personality internal experience structure due to the ambivalence and amorphism of different states of mind and signs is very difficult to understand without any constructive scheme, which leads the whole experience to a concrete systematic picture that concentrates the knowledge about this person, like in holography that receives an object image from the wave interference.

The personality image can be identified by discovering the methods of language coding of own internal experience and thinking strategies typical to this personality. The essay of the student S. (typed without corrections):

“How I would like to teach myself and my suggestions to those who will be teaching me”

People have been studying since the ancient times. And they always expect to get some results from their studies. Everyone can study not only at school or at the university, but also at home, outside or somewhere else. The whole life is great learning. And again, which gives some result. If you study well, you will get a good result and you will learn a lot, but if you don't, then the result will be obvious. Let us consider the educational process at the university. I think that the process depends on three things: a teacher, a teaching method, and certainly, a student.

I always thought that a teacher was a great profession. Imagine that they are the people who give knowledge, which is the main wealth of humanity. A student's good knowledge, if he has it, of course, is the reward for a true teacher. But a teacher has to know how to present knowledge to his student so that he will remember it. Nowadays, there are a few true teachers who would love their job. In addition, I want teachers to have a unique teaching approach so that everything will not go according to standards. I would like a student to attend classes with great interest and pleasure and treat his teacher with respect and love. Imagine that a teacher is the person who takes a student across the bridge of knowledge and a teacher has to take a student so that he will not be afraid of crossing this bridge together with his teacher and could trust him. And perhaps, a teacher should not consider himself to be in a more superior position than a student. A teacher is the same person like a student and he used to be a student as well. He should not demand quick results. The results cannot be so quick. And certainly, good working material is needed for successful work. But I will talk about it later. I would like to note that I personally appreciate a teacher's tact, education and fairness. All these qualities correspond to the status of teacher. I think a teacher should also combine theory with a real situation. The way of teaching is of great importance.

This is a second condition for successful learning. Nowadays, people create new technologies and equipment. Why shouldn't people create a new teaching method? Books would contain more clear texts. In my opinion, it is necessary to hold more workshops so that students will not just be listening to somebody's lecture. There should be a discussion of the information received. This leads to the exchange of information, thoughts and ideas. It is necessary to combine theory with practice so that students will remember the acquired knowledge better. I would like a teacher to prepare his lectures in advance so that students will not have to write much, because a lot of work leads to some diseases. However, this method should not be used often, because people can remember information better when they write it. And a teacher should not present everything at once. In addition, there should be a feedback from students. As it was mentioned earlier, I am talking about study at the university. This educational institutional differs greatly from school. Students enter a university with a purpose. They want to acquire knowledge for successful work in the future. I am a student and I chose my way.

I think every student should study for his own sake, but not for the sake of grades. Grading should be avoided. Grades do not demonstrate the level of your knowledge. This is an obstacle for learning. Grades are just figures. One should realize what he knows and is able to do.

I think that there is no such a person who is not able to do anything. It is necessary to develop your good qualities. The way you treat your teacher is also very important. It is not only a teacher who teaches his student, but also a student can teach his teacher. While teaching, a teacher unintentionally receives something for herself. Besides, it is necessary not only to study but also to think of new ideas and invent. Students have to feel free and treat their future profession with love. They must be always ready for any difficulties and be able to find solutions quickly. They must be in step with the times. Nowadays, there is a lot of information everywhere. They must set goals and have their own beliefs. Students must simply be civilized, intelligent and competent. I think that if all these conditions are followed, we will see

education of new times, which might become history. Students just need to wish it and they will have a good result!"

Speech, words are only symbols, "memories about experience", however, Spanish art critic H.Hirlo noted that "true symbol reflects dynamic and unlimited reality [13.5].

A teacher who is able to read his students' internal experience, thinking strategies through the system of symbols encoded in speech, becomes like Jewish wise man Daniel who interpreted mysterious words "MENE, MENE, TEKEL, UPHARSIN", which were foretelling the destruction of Babylon.¹

The present personal profile presented below in the form of the scheme is based on the model of neurological levels developed by Robert Dilts, which, as it is known, consists of several logical levels arranged in hierarchical order starting from the highest level:

- Mission (super goal) – intention, meaning of life;
- Identity – individuality, uniqueness;
- Values and beliefs – this is what a student strives for (something that is important for him, something what he studies for, sometimes that is not conscious; it can be hidden and disguised);
- Capabilities, strategies – this is a repetitive sequence of acts and habits, competency (cognitive, self-improving ability);
- Behavior (actions), states (skills) – this is visible and audible, student's statements and actions; kinds of behavior supported in this environment;
- Environment (social context) – this is an educational space.

The graphical model presented here is completed with information taken from the student's essay in the following directions of the study:

- The internal map of her preceding learning realities as her subjective experience;
- Thinking generalizations expressed in methods and stable strategies of academic actions as the established habitual sequence of her behavior.

The purpose of the study was to define necessary changes in the student's internal map of learning realities and methods and stable strategies of academic actions on the basis of the model of neurological levels for the development of more effective thinking strategies on the basis of Neuro-Linguistic Programming techniques. In this case, the analysis of cognition processes within the framework of one specific student's personality becomes the basis for the creation of the university's specific learning model (system) as its integral part.

Hence, the required model should be based on the learning model that creates exciting learning goals, settles a student's internal conflicts, which appeared at school and correspondingly, take place at the university as well, promotes the development of self-improvement process and successful acquisition of learning style at the university and in life in general.

¹ During the siege of Babylon by the Persians, King Belshazzar, of Babylon, saw writing on the wall: "MENE, MENE, TEKEL, and UPHARSIN". None of the royal magicians or advisors could interpret the meaning of those words, and only Jew wise man Daniel read them and explained what they meant for Belshazzar: "MENE" (literally "a toll"), God has numbered the days of your kingdom and brought it to an end, "TEKEL" – you have been weighed on the scales and found wanting, "UPHARSIN" (literally a "division") – your kingdom is divided and given to the Medes and Persians, whose horses are already neighing at the walls of Babylon. King Belshazzar was killed, Babylon was destroyed.

A student may become a purposeful person, i.e. to concentrate all his efforts and abilities to achieve his goals in studies.

Any student can act more effectively in the same way, if all component parts of his system work in coordination. It is possible to reach such harmonious state by making appropriate changes at all levels of the student's personality individual internal structure.

In our opinion, the study of the brain programs by verbal written sources is better to conduct on the basis of the developed graphical model “an upside down triangle of a person's profile picture” (further “triangle”) inside the pyramid of logical levels of Robert Dilts as an area filled with existence and consciousness of this person and, consequently, it is abstracted in this way.

Each element and level of the completed “triangle” gives a systematic impression about the student's experience in whole. This is the result of strategies, beliefs and capabilities that form the whole experience in the systematic form. First – level of student S mission.

The presented model shows at what logical level the freshman's “difficulties” are present, what the key to the problem is and helps to define necessary changes in which he really needs. The analysis of the study conducted among the freshmen showed that the students' difficulties are present at different levels.

Using the regularity for different levels of generalizations discovered by B. Russell, we can say that the influence will be systematic only if changes take place at least at “the values and beliefs” of the logical level and finish at “the environment”.

Hence, it is an important learning strategy that attracts the student's important and significant values **for the formation of belief system** that may become a powerful basis of believe in his own strength and efficiency of proposed methods of changes.

At the same time, the educational process becomes personality – centered both at the individual, group and university levels.

The present sophisticated model shows us everything that restrains a person, prevents him from developing and finally, causes poor progress with his studies and behavior. The demonstrated maps of personality's realities help a student to become aware of everything that he cannot see in himself: goals, beliefs, identity – his mental strategies, personal experience, i.e. his individuality and get consultations on the further making of good progress in his studies.

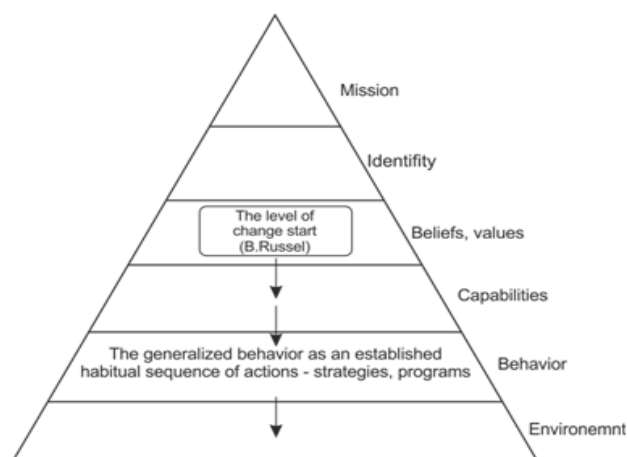


Figure 1

The experience of any person is subjective, but these subjective processes of human experience **have a structure and logic of interdependence and hierarchy**. The presented here “triangle” gives us an opportunity to understand the regularities of individual logic processes and the formation of subjective experience of a person's world. A person perceives the world in the specific environment and **learns various forms of behavior**, thinking and behavioral strategies **discovering his “identity”, his “ego” as a whole, his personal originality and forms his personal purpose (mission)** in interrelations with his visual environment by his own cognition experience. According to J. Krishnamurti: “A person obtains freedom only through self-knowledge and is shown in his every day activities – in his relationship with people, things, ideas and nature”.

The material of the student's subjective experience study was her essay written during the psychological training: “The Fundamentals of Self-Education. Learn to study”. The study sources could also be a report, paper and other assignments, i.e. any verbal sources. These materials show the person's subjective experience generated by her mentality as the experience self-organization projection.

For the sake of what did the student enter the university? What is her mission of the upcoming study at the university, the highest meaning, a super goal and a purpose?

The mission of a person is a grand picture. A person has to strain every nerve of his grey matter in order to achieve it in contrast to the level of “environment”, where only a little part of our brain is involved. A person must concentrate his efforts on achieving his mission, including imagination and he must make this picture to be his highest goal. Particularly successful people have a clear and specific goal. The goal is far way from a person, and when he achieves it (which is very remarkable in this process), a person feels as if “he loses himself” and his previous identity. So, mission is a sensation of goal, which makes a person to move forward. These are the feelings that people have, who achieved outstanding success in life. The mission includes beliefs, values, interests, needs, and capabilities of a person, - his unlimited desires and power (according to Michelangelo), which make their work to be their vocation, passion and the highest goal. They do what they like and they like what they do. Dissatisfaction with work as inevitable consequence leads to the emotional split between hard work and accidental minutes of joy.

Successful people have a sensation of mission and they become especially successful when they have a clear and specific goal, and they even lose their timidity giving all the best in order to achieve their goals. The goal is constantly far from a person, and when he achieves his goal, he feels as if he “loses” himself and when he leaves his previous identity, there is no such a person like him.

Moreover, it is necessary to note that any person who has such a great mission, connects it with the system, where his vital activity takes place and his mission is to improve the quality of this system (in our case, the system of the “university”). If a person does not have such relations with his system of vital activity or vice versa, he even prevents it from functioning well, then a person will hardly be stood in it for a long time.

A person **thinks about his mission until he realizes it**, i.e. he elaborates on the image of his achievements through active imagination, bright and thrilling vision of his work results as quite real ones. And finally, if changes in a person occur at this highest level, the appropriate changes at all the following levels will take place without fail, since a person uses the opportunities of his body and mind within the bounds of possibility at the level of “mission” as the highest one of the logical levels.

The lower the level, the fewer the opportunities are. If problem solving at the lower level can somehow have an influence on problem solving at the higher level (the level of “environment” on the level of “behavior” , the level of

“behavior” on level of “capabilities”, the level of “mission” makes marked and absolute changes to the problem solving and to the remaining following levels.

In the process of developing his mission, a person has to include all components such as beliefs, behavior, actions, interests, wishes and the main thing, is the joyous anticipation of plans.

“Students have to feel free and treat their future profession with love. They must be **always** ready for any difficulties and be able to find solutions quickly. They must be in step with the times... They must set goals and have their own beliefs. Students must simply be civilized, intellectual and competent...”

“They [the students] want to acquire knowledge for successful work in the future...”, “to develop good qualities...”, “to think of new ideas, inventions....” etc.

When studying the starting position of the student’s mission and goals in detail, we discovered quite a number of the brain goal programs disorders that need to be transformed into more effective programs. The following disorders presented in the “Triangle” where everything is set “from foot to head” may be referred to them:

- The mission is not under control: the goals are referred to different persons – (“to be” – who must be? “they” (who are they?). The student does not plan to manage the process of achieving her goal herself;
- The mission is not concrete: because of the frequent use of “deletion” and “generalization” mechanisms in speech, the results are not tangible, ill-measured, limit the experience structure and it does not allow exceptions;
- The student is not frank with herself;
- The mission is not evident: the criterion of evidence of outcome achievement is absent (the outcome is not “seen”, “heard” and “felt”);
- The student is inert: it is not clear whether she can start acting, i.e. the actions are related to strangers.

The presented below scheme presents the mechanisms for straightening deformations of internal sensory experience of the person’s “mission” on the one hand, and on the other hand, the mechanisms for transforming the student’s ineffective mental strategies into more effective ones.

The mechanisms for straightening deformations of internal sensory experience are built on the reception of concrete information when the experience structure is presented inadequately due to meta-model speech disorders such as:

- Deletion, generalization – “to think of new ideas and invent”, i.e. the use of indefinite nouns (nouns, the number of meanings of which equals the number of people using them); generalization that do not allow exceptions (always): “[must] be always ready for any difficulties, [must] be able to find solutions quickly”; modal operators of necessity, obligation [(must) be, (must) know].

These deformations of the brain programs limiting a person may be corrected by questions that discover exceptions and opposite examples (always – always?) and renew the deleted process (how is it “to feel free?”);

- The mission is not concrete – the receipt of concrete information about this noun (“they want to acquire **knowledge** for successful work in the future) – what knowledge?;
- The mission is not under control – reconsideration of rules and consideration of consequences (“to be civilized, intelligent and competent”) – what will happen if they are not “civilized”?

- The mission is not clear – the renewal of descriptions and processes of achieving results (“to treat future profession with love” – how is it – “to treat with love...?” etc. In any case, we are not talking about the person’s highest goals, which concentrate the person’s energy so that the purpose, for the sake of which the person totally contributes herself, becomes a thrilling vision of her work outcomes. Here we only elaborate on the goal and renew hidden circumstances.

Let us remind you one more time that the mission and goal in the student’s life is a very important level in the hierarchy of the personality’s internal structure, since changes taking place at this level leads to changes at the lower levels. The level of mission is related to the personality’s spirituality. This is a deep and nuclear level, despite its known abstraction; this level has the most significant impact on a person.

Any intrusion into the mission of a person may lead to unsuccessful outcome, because a person considers these states as aggression into the personal space and in this connection first of all, it is necessary to establish rapport, delicacy and avoid unpleasant situations. Therefore, any attempts to get a person out of sects, for example, trying to change his behavior, are quite inefficient.

Working with mission is complicated but, unless it is a question of a person’s consciousness **of his own goal**: for example, for the sake of what the person entered the university? A person needs to consider all important resources available for him today in order to achieve his goal.

In this sense, in order to understand these processes, “traveling” to the lower logical levels could be effective: from the “mission” to the “environment” and vice versa to found out to what extent the available information about this person at each level is significant for the achievement of the chosen goal.

In addition, it is very important to give an opportunity for a person to understand his attempts to mix logical levels and his inability to see his resources available practically at each level that led (in our case) to such condition of our student’s “mission” level, which we talked about in detail earlier.

A teacher should help his student collect maximum significant information on his resources available at each logical level, which are bound for him yet by selecting those resources that mostly correspond to the context of the selected mission thereby showing the attempts of logical levels shift. “The integration of logical levels” NLP technique gives an efficient opportunity to conduct such examination. Let us consider this situation on the example of “environment”.

At this level we are going to examine together with our student what kind of people and things are important for her in her environment to achieve her mission and understand that there is no influence of the “environment” on the goal achievement yet (please see “The personal profile of the student S.”).

The principles of this situation may be the student’s disagreement with herself, worries set aside, communication disturbance, poor ability to feel people around her including even her very close people, mental withdrawal from the real world to the imaginary world. The student is like in a vacuum, where there is no environment and the question that was raised at the beginning of this section practically remains unanswered. The person stands on the immaterial ground.

What are the ways of reacting to the given situation in order to correct the environment impact on the realization of goals?

First of all, it is necessary to cast doubt on all relations at other logical levels:

- Is it possible for us to achieve our goals, if we do not pay attention to the people with whom we are moving towards our goal? (disparity between “environment” and “mission”);
- Is it possible for us to achieve our goals, if we cannot say to ourselves clearly what exactly we want? (disparity between “belief” and “mission”);
- Is it possible for us to achieve our mission, if we only discuss it, but do not take any practical actions to achieve our goals? (disparity between “belief” and “behavior”);
- Is it possible for us to achieve our goals, if we think that it will be possible to achieve them if somebody creates all conditions? (disparity between “belief” and “behavior”) etc.

At the same time, the scheme of relations between the levels in the “The personal profile of the student S.” also demonstrates cause - effect relations between the student “identity” and “capabilities”, which were developed due to the “beliefs and values” of her personality formed in a certain way.

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APPENDICES

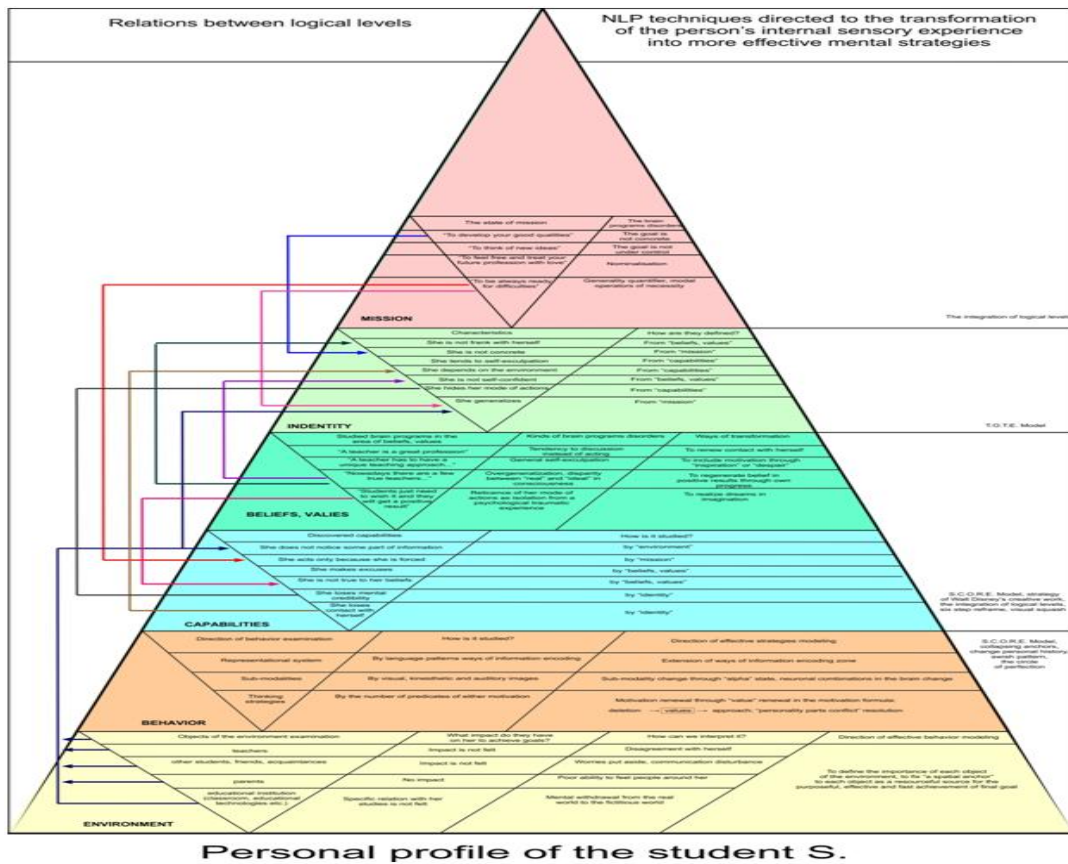


Figure 2

